DOCUMENT RESUME

ED 186 133 PS 011 430

| | |
|---|---|
| TITLE | Child Development Associate. Program Planning. |
| INSTITUTION | Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla. |
| SPONS AGENCY | Office of Child Development (DHEW), Washington, D.C. |
| PUB DATE | [76] |
| GRANT | DHEW-OCD-6-C-15 |
| NOTE | 111p.; For related documents, See PS 011 431-447. |
| EDRS PRICE | MF01/PC05 Plus Postage. |
| DESCRIPTORS | *Child Caregivers; *Competency Based Teacher Education; *Curriculum Development; Day Care; Early Childhood Education; Educational Environment; Educational Equipment; Learning Activities; Lesson Plans; *Planning; Postsecondary Education; *Preschool Teachers; Resource Units; *Training |
| IDENTIFIERS | *CDA; Child Development Associate |

ABSTRACT

The purpose of this Child Development Associate (CDA) training module, one of a series of 18, is to help the CDA intern develop a planned curriculum for an early childhood program. The module stipulates competency-based objectives and provides essential information, suggestions, examples and learning activities on topics related to the objectives. These topics are room arrangement; outdoor environment; equipment selection and ordering, yearly, weekly and daily plans; resource unit development; activity development; and field trips. Also included is a partially annotated list of books, pamphlets, films and tapes concerning early childhood programs. (SS)

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# CHILD DEVELOPMENT ASSOCIATE

PS011430

Program Planning

OKLAHOMA C.D.A. ADVISORY COUNCIL AND OSCAR ROSE JUNIOR COLLEGE

## CHILD DEVELOPMENT ASSOCIATE

The Child Development Associate Pilot Project, funded by the U. S. Department of Health, Education and Welfare, Region VI, Office of Child Development, was awarded to Eastern Oklahoma State College in the fall of 1973, where during the next two years, draft materials for competency-based training was developed. In the fall of 1975, Oscar Rose Junior College was contracted to review and revise the materials for publication. The following individuals have provided the expertise and assistance for completion of the Oklahoma Child Development Associate curriculum materials.

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This document was developed pursuant to Grant Number 6-C-15, of the Office of Child Development, Office of Human Development, U. S. Department of Health, Education and Welfare. Points of view and opinions stated herein are those adopted by the Oklahoma Child Development Associate Policy Advisory Council and are not necessarily representative of official Office of Child Development opinion or policy.

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# CHAPTER I

# INTRODUCTION

## RATIONALE

A planned curriculum is an essential element in a program for young children; it includes more than the daily lesson plan or daily schedule of events. Planning lays the foundation for developing a program that will be beneficial to the children being served.

Prior to planning experiences for young children, an individual must have knowledge of program resources---physical facilities, materials and equipment and outside consultants. Each resource must be considered and coordinated for use when making yearly, weekly, daily, and the activity plans.

Once each resource is established and teachers understand the importance of planning, a system can be designed to provide functional plans to best meet the individual needs of the group and each child. In addition, teachers will be able to improvise for "incidental" learning and evaluate the outcome of the experiences.

Accomplishment of the objectives in this area will foster the individual's development of the following competencies as defined by the Child Development Associate Consortium:

Competencies:

I. Establishes and maintains a safe and healthy learning environment.

II. Advances physical and intellectual competence.

IV. Promotes positive functioning of children and adults in a group.

VI. Carries out supplemental responsibilities.

OBJECTIVES

1. Evaluate the effectiveness of yearly, weekly, daily, and activity plans in meeting program goals and objectives.

2. Demonstrate the ability to utilize physical facilities to their best advantage of meeting program needs.

3. Demonstrate the ability to arrange rooms to best implement program goals and objectives and meet the individual needs of children.

4. Select materials and equipment for children according to guides for proper selection and the developmental levels of the children.

5. Design and implement a program for young children directed toward the stated goals and objectives, including: 1) yearly plan, 2) weekly plans, 3) daily schedule and plans, 4) resource units and 5) activity plans.

6. Demonstrate, daily, the ability to improvise with children in "incidental" learning situations.

7. Demonstrate, daily, the ability to guide children's activities to foster the total growth and development of each child.

8. Demonstrate the importance of evaluation for improving the early childhood program through evaluation of: 1) the program, 2) the teacher, and 3) the children.

9. Utilize evaluations to make program changes indicated.

10. Plan and execute field trips with children to promote development and meet program goals and objectives.

## CHAPTER II

## DEFINITIONS OF TERMS

1. Concept---An idea generalized from particular experiences. In planning a curriculum, a concept is a specific fact or idea used to help children realize the broader objective.

2. Daily plan---A written plan for one day's duration, drawn from the teaching unit. This is a detailed plan including the time of the activity, the activity itself, a description of the activity, the person responsible for the activity and any special comments or equipment needed.

3. Daily schedule---A plan to organize the day in terms of general framework that includes blocks of activities as well as transition periods for toileting, eating, and resting.

4. Learning activity---A single experience to be presented to the children which is selected from the daily plan and includes teacher goals, pupil objectives, procedures, materials needed and an evaluation of the experiences after they have occured.

5. Objective---A statement that describes a desired, specific, observable behavior in each child as the result of learning activities in a given lesson. It includes the desired observable behavior, the circumstances or conditions, and the standards and/or measure of successful performances.

6. Open-end question---A question that does not have a right or wrong answer.

7. Policy manual---A book of materials that states the rules, regulations and purposes of the program; its policies regarding health, and an application for enrollment.

8. Resource unit---A collection of suggested teaching materials and activities organized around a particular topic.

9. Weekly plan---A written plan specifying the activities to be carried out in a week's time. The activities listed should be centered around the concept and objectives being taught during that week's duration and should be related to all areas covered in the daily schedule.

## CHAPTER III

## SELF-EVALUATION

To determine your competence in this area, read through the rationale and objectives in Chapter I and check those which you can perform successfully. This will provide an indication of your strengths and weaknesses.

Discuss this evaluation with the trainer/supervisor to determine the classroom and field experiences that will enable you to demonstrate competence in each objective.

If your self-evaluation and interview indicate that you can demonstrate competence in each objective, request an advanced-standing examination from your trainer.

# CHAPTER IV

## ROOM ARRANGEMENT

### RATIONALE

An adequate room arrangement is necessary for a program to function effectively. It helps establish the learning environment and provides organization and consistency to meet the children's security needs.

When rooms are arranged according to the developmental levels of the children and the program goals and objectives, teachers can devote more time to children's learning. Rooms that are designed to the sights, sound and movements of children will provide an environment that fosters growth and development

### ESSENTIAL CONTENT INFORMATION

I. Physical Characteristics:

A. The physical environment helps establish the early childhood program. To some extent, it determines children's responses to their first school experience.

B. Various factors should be considered when selecting or developing the physical facilities for preschool children:

1. Space: In most states, it is recommended that from 40-60 sq. ft. per child be provided indoors and 75-100 sq. ft. per child outdoors.

2. Shape: A large rectangular room is usually best.

3. Location: The room should be on ground floor. It should be located off busy streets if possible.

4. Entrance: The room should have a separate entrance if possible. It should also have a private entrance leading to playground if possible.

5. Toileting facilities: The room should be equipped with or near to toilet and water facilities. (Toileting facilities should be scaled for the particular age group. Provide low drinking fountains if possible. Hot water, however, should not be at a low sink.)

6. Acoustics: The noise level in room should be as low as possible. Provide drapes, carpets, acoustical tile, pad chair legs, cloth tables, etc. to reduce noise.

7. Floors: Provide flooring that is cleanable and durable. A space should be carpeted for floor activities (ex., blocks), but also leave a space for messy activities not carpeted (ex., easel painting for easy clean-up).

8. Walls: Walls should be sound-absorbing if possible. Movable walls within the classroom such as partitions make for a more flexible classroom.

9. Color of classroom: Make classroom gay; however, "easy does it" too many bright colors tend to stimulate rather than relax children. Pleasant pastels are recommended.

10. Ventilation and heat: The most desirable ventilation is draft-free and across open windows. Heating fixtures should be guarded.

11. Lighting: If possible, every classroom should have windows for natural lighting to create a light, airy, look. Adequate lighting is essential. Adjust lighting to particular activities, available sunlight and existing room conditions.

12. Resting facilities: For napping, provide elevated cots. The area should be quiet, have minimum of lighting, and be well-ventilated.

13. Storage space: All children should be provided a space for their belongings. Low storage should be provided for children's self-selected activities; covered storage should be provided for teacher's supplies and equipment not in use.

14. Staff space: An area for isolation of a sick child, parent conferences, teacher office and/or lounge should be provided.

15. Furniture: Furnishings should be flexible and functional. The following guidelines should help you in furniture selections.

Furniture should be:

a. Movable, if possible.

b. Durable.

c. Scaled to children

d. Compact, storable and/or stackable.

e. Easily cleaned.

Note: Do not over-crowd your room with furniture! It is not necessary to provide a table and chair for each child unless you really use that space at lunch time. Also, it is possible to use tables in other areas such as the housekeeping area for lunch purposes to eliminate so much floor space taken with tables.

II. Room Arrangement:

A. The room should be arranged and furnished to meet the needs of the children, and to assure their safety.

B. For children

1. The room should be divided into several "learning centers" to meet the varied needs of children.

a. Block center.

b. Housekeeping center.

c. Art center.

d. Music center.

e. Language center.

f. Math center.

g. Science center.

h. Manipulative center.

i. Woodworking center.

2. Group all areas so they are easily-defined by children.

3. Keep visual aids, equipment, and materials in the center.

4. LABEL ALL ACTIVITY CENTERS.

5. Arrange quiet areas together and noisy areas together.

6. Traffic patterns should not go through any learning center.

7. Centers should be provided space parallel to the movement required and/or popularity of that center.

C. For teacher

1. Arrange the room so that the teacher is able to see all areas (low partitions, etc.).

2. Arrange it so that space INVITES children to do what teacher wants them to do with as little teacher-direction as possible.

# CHAPTER V

# OUTDOOR ENVIRONMENT

## RATIONALE

The outdoor environment of the center should be considered as an extension of the indoor environment. Both are essential to the growth and development of children and should be used to their fullest extent.

Activities typically performed outdoors may be performed indoors if space allows. In addition, many indoor activities are suitable outdoors.

The principles of equipment selection and arrangement apply equally outdoors; the major change in the environment relates to weather and safety. Hazards are more frequent outdoors due to neglect of the grounds. These should be checked daily to prevent accidents and injury of the children.

Teachers are responsible for providing a safe and healthy environment outdoors. In addition, an outdoor learning center can provide an organized environment for children's learning.

## ESSENTIAL CONTENT INFORMATION

I. Outdoor Play Area:

A. The play area should be fenced and have a secure gate.

B. There should be a balance of sunny and shaded areas for protection from the sun.

C. Ground areas should be well drained and free from depressions in which water might stand.

D. Premises must be checked regularly for safety hazards such as broken glass, nails, sharp sticks or other objects.

E. Trash collection receptacles and burning facilities must be separated from play areas.

F. Outdoor play areas should be arranged so that children are located throughout the area rather than congregated together.

G. Play areas should be arranged so that traffic patterns are clearly defined.

H. Children should be taught not to put plants or leaves in their mouths, as some are poisonous.

II. Equipment and Materials:

A. All stationary equipment must be sturdy and well secured in the earth.

B. All play equipment should be inspected daily to be sure it is free of safety hazards, such as protruding nails, splinters, loose ladders, etc.

C. Tubs and pools of water must be emptied when not supervised.

D. Low climbing, crawling, and walking equipment should be located where the surface is soft or padded.

E. Certain types of outdoor equipment, such as wheel toys and swings, should always be supervised.

F. All painted surfaces accessible to the children must be free of toxic paint.

G. Porches, walkways, and play areas which are elevated should have barriers to prevent falls.

## CHAPTER VI

## SELECTING AND ORDERING EQUIPMENT

### RATIONALE

Materials and equipment are tools for learning and must be carefully selected to meet the children's needs and the program's goals. An unorganized selection can lead to a center with plenty of materials and equipment, yet nothing for children to do.

Materials and equipment should be selected with the children to be served in mind and with safety as an essential criteria. Flexibility in use is an additional quality which enhances any material. Cost in relation to quality and resources must also be considered.

Teachers must have knowledge of the appropriate materials and equipment for young children, and they must use this knowledge to provide a safe and healthy learning environment.

### ESSENTIAL CONTENT INFORMATION

I. Introduction:

A. The selection of equipment, supplies, and materials is one of the most significant tasks of center teachers and administration.

B. The teacher and/or administrator must make decisions as to what equipment is best suited for their particular group, thereby enriching the total program. Some points to consider are:

1. The age level of children,

2. The number of children who will use the equipment,

3. The most needed equipment.

C. Among the questions one may ask when considering the selection of new equipment are:

1. What will the proposed equipment do for the children?

2. Does present equipment provide adequately for such development?

3. Are children at their age level interested in using such equipment?

4. When and how will it be used?

5. When and how will it be stored?

6. How many of the children will use the equipment at one time?

D. In selecting equipment, there is always the question of supervision---adding additional equipment could very easily mean adding additional adult supervision.

II. Guidelines for Selection of Equipment:

A. Equipment, materials, and supplies should provide for:

1. Safety and physical well being.

2. Stimulation of large and small muscle development.

3. Cooperative play/social development.

4. The development of independence.

5. Skills which are challenging and attainable.

6. A variety of purposes and uses.

7. Expression of ideas and feelings.

B. Equipment, materials, and supplies should be:

1. Durable, well-constructed.

2. Easily cleaned.

3. Of proper size, height, and proportion.

4. Non-flammable and non-poisonous.

5. Movable unless ancourage is required for safety.

6. Free of sharp edges, splinters, rust.

III. Basic List of Equipment, Materials, and Supplies:

A. Children's facilities.

1. Tables:

a. All tables will not be the same height if they accommodate the children involved.

b. A table should be high enough for children to fit their legs under the table apron when in a sitting position and enable them to use their arms comfortably as they rest their elbows on the table.

c. Small tables which can be moved easily, or put together quickly, are more satisfactory than heavy, long tables.

d. Tables which can be easily cleaned and are light in color are most desirable.

e. Suggested sizes are: 4 ft. to 6 ft. rectangular; seat 4 to 6 children; apron max. $2\frac{1}{2}$" wide, 20 to 24 inches in height.

f. Easily cleaned surfaces are most desirable.

2. Chairs:

   a. Chairs are built to contribute to the health, comfort and well-being of the child.

   b. Washable contour chairs with saddle seats offer good support.

   c. When children sit in a chair, they should be able to rest their feet flat on the floor.

   d. There should be a clearance between the front edge of the seat and the table.

   e. The child's weight should be distributed over the whole seat area and the back of the seat should offer support for the lower back of the child.

   f. Chair standards should be 8 to 10 inches for nursery age children; 11 to 12 inches for ages 4-6; light weight but sturdy and stackable.

3. Storage space or shelves (unfinished work, materials in current use):

   a. Low, open shelves will avoid any bruises and accidents occurring from doors covering shelves.

   b. Movable shelf units are desirable; however, if there is a possibility of tipping, the unit should be anchored.

   c. The total storage space will determine the number, size and shape of the units.

   d. The back of the shelf unit can sometimes be used as racks for smocks, or for display boards.

   e. Storage bins are not recommended for small children.

   f. Children have difficulty getting things out of the bins; they have less opportunity to learn about various shapes and sizes of objects.

g. Three bookcases or shelves, for blocks and other supplies in current use, are desirable.

h. Two cabinets with individual compartments should be sufficient storage space for twenty children.

i. It should be remembered that storage units for children's use should be easily accessible to them.

4. Lockers (for wraps, personal possessions):

a. One locker per child is necessary.

b. Wooden lockers are better adapted to a child's use because they reduce the hazards of sharp edges.

c. Separate compartments with hooks for wraps, and shelves for personal possessions, help the children to learn to take care of their personal possessions.

d. These lockers should be safe, within the reach of children, sanitary, and with adequate storage space.

5. Rest equipment:

a. Aluminum cots, 54" long, 24" wide, 12" high, able to support 60 to 65 pounds are recommended.

b. Pads or mats 27" to 54", washable, and thick enough to protect children from the cold floor may be used.

c. All children should have their own cots, easily marked for them to recognize as their own.

d. Whenever possible, a well-ventilated closet is preferred for storing the rest equipment.

B. <u>Teacher facilities:</u>

1. One desk.

2. One steel filing cabinet.

3. Two adult chairs.

4. Cupboards and drawers for storage of supplies and materials used only occasionally.

5. Storage cabinet with doors---6' high, 36" long, 12" deep, or some type of cabinet of proper dimensions to provide adequate storage space.

6. Adequate locker space for personal belongings.

C. General facilities:

1. Low bulletin or display boards---cork boards approximately 4 feet high. This enables displays to be hung at a child's level. It is desirable to have display boards on casters.

2. A book rack with slanting shelves and on casters easily accessible to child.

3. Waste baskets.

4. A clock with large numerals.

5. United States flag and state flag.

6. Miscellaneous items such as vases, a variety of containers for displays, a supply of paper handkerchiefs, paper towels and towel containers, toilet paper, a soap dispenser and other lavatory supplies. A suitable and sufficient quantity of brooms, dust pans, sponges should also be on hand.

D. Desirable but not basic facilities:

1. Low movable screens, 32" high, 48" long with 14" firm base, used to enclose small work areas, display boards or to separate rest cots.

2. Movable materials cart.

3. Rug---easily cleaned.

4. Tables---circular or other shapes for displays in room.

5. Cooking cart---sturdy, movable, easily cleaned, and equipped with the necessary items for simple cooking experiences.

E. Learning centers to consider:

1. Art.

2. Body Skills.

3. Family.

4. Health.

5. Language.

6. Mathematics.

7. Music.

8. Nutrition.

9. Play.

10. Safety.

11. Science.

12. Self-Concept.

13. Social Science.

IV. Process for Ordering Equipment:

A. Decide on the equipment most needed.

B. Review various catalogs.

C. Consult administrators, co-workers, parents, etc., for suggestions.

D. Select the piece of equipment most suitable and beneficial to your group.

E. Secure an order blank, or purchase request, and complete.

F. Submit the request to the proper authority.

V. Review Equipment Catalog:

A. Class discussion.

1. Select several pieces of equipment needed by your preschool group. Consider factors given in "Guidelines for Selection of Equipment."

2. Discuss important features on the equipment described in the catalog.

3. Review purchase requisition.

a. Authorization for payment form.

b. Central supply and storeroom requisition.

c. Order blank "community playthings."

4. Complete "Order Blank."

# CHAPTER VII

# YEARLY PLAN

## RATIONALE

Both long term and short term planning are essential for an effective early childhood program. The yearly plan allows the staff to plan for two broad aspects of the program at the beginning of the year: program goals and a time frame for program implementation. A provision of this type of framework permits the guidance and evaluation of both performance and program goals while also maintaining the flexibility of meeting the individual needs of children.

## ESSENTIAL CONTENT INFORMATION

I. Overview:

A. Definition---A written plan which provides an overview of the early childhood program for the year and which includes program goals and scheduling of events.

B. Purposes:

1. To provide an overview of the early childhood program for one year.

2. To permit careful analysis of program goals.

3. To provide for sequential planning of curriculum components.

4. To provide a basis for evaluation of the program.

5. To allow for effective utilization of program resources.

6. To facilitate coordinated planning of the total program.

II. Components of a Yearly Plan:

A. Program goals.

B. Sequential learning concepts to be introduced throughout the year.

C. Dates relative to program operation.

1. Dates school begins and ends.

2. National holidays.

3. Annual events:

a. Circus.

b. End of school picnic.

c. Visit to the kindergarten.

4. Field trips.

5. Children's birthdays.

6. Supplemental responsibilities.

a. Staff meetings.

b. Staff training.

c. Parent meetings.

7. Screening and evaluation of children.

D. Evaluation of program.

III. Guides for Development of a Yearly Plan:

A. Make use of a calendar on which significant events can be recorded.

B. Write tentative dates in pencil so they can be changed.

C. Plan a system for regularly checking progress toward program goals.

D. Plan cooperatively with co-teacher and/or aides.

CHAPTER VIII

WEEKLY PLAN

RATIONALE

Teachers should be able to set up weekly plans based on the educational goals and objectives of the program. In addition, the individual needs of the children must be considered.

A variety of learning centers should be provided to increase the interest and involvement of each child. Weekly plans should indicate which centers will be available and the concepts to be developed.

Weekly plans should provide an overview for the week and allow flexibility to meet unexpected circumstances. Consecutive plans should build on concepts from previous weeks to provide both coordination and expansion of learning.

ESSENTIAL CONTENT INFORMATION

I. Overview of Weekly Plan:

A. Definition---A written plan, usually in block form, listing the activities planned on a weekly basis centered around the concept being taught.

B. Purposes:

1. To provide an organized outline for teachers and others to use in carrying out their activities in a more effective manner.

2. To provide visitors or other staff members an opportunity to discover what activities are being offered in the class.

3. To allow the teacher and assistants a chance to cooperatively plan the program.

4. To offer the teacher and assistants a chance to preplan in an effort to eliminate last minute planning or reshuffling because of visitors.

C. Need for a weekly plan:

1. To assure that the program leads toward the acquisition of educational goals for young children.

2. To allow preplanning for the teacher to prepare for emergencies or volunteers.

3. To allow the teacher to preplan in an effort to secure all needed supplies and equipment and to make necessary arrangements for field trips prior to the commencing of the activities.

D. Components of a weekly plan:

1. Dates to be covered.

2. Name of the center/class.

3. Major concept to be taught in learning centers each day.

4. Five daily schedule plans (attached).

II. Developing a Weekly Plan:

A. Teachers and assistants should meet weekly to plan for the following week.

B. Determine the concepts to be presented.

C. Compile information from resource units, teaching units, and activity plans.

D. Complete the weekly plan and daily schedules.

E. Check plans for necessary adjustments.

F. Post weekly plan.

G. Set up learning centers.

H. Arrange for all trips and equipment.

III. Evaluation of the Weekly Plan:

A. Was the weekly plan compiled from teaching units, resource units and activity plans?

B. Was the plan geared to the children's needs and interests?

C. Was there a correlation between day to day activities?

D. Was the schedule flexible?

IV. Sample Weekly Activity Plan:

(See following page)

SAMPLE WEEKLY ACTIVITY PLAN

Week of _____ Center _____ Class _____

Concepts to Develop: _____

Learning Centers Available: _____

Planning Notes: _____ (list major activity areas to be taugh daily)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Art | | | | | |
| Science | | | | | |
| Dramatic Play | | | | | |
| Literature/Language | | | | | |
| Music | | | | | |
| Body Skills | | | | | |
| Health/Safety | | | | | |
| Math | | | | | |
| Social Science | | | | | |
| Group Time | | | | | |
| Outdoor Activities | | | | | |
| Transition | | | | | |
| Snacks | | | | | |
| Trips | | | | | |

# CHAPTER IX

## DAILY PLAN AND SCHEDULE

### RATIONALE

Organization is essential for teachers to work effectively with young children and yet to meet the goals and objectives of the program as well as the individual needs of the children. When prepared carefully, a daily plan and schedule can provide a part of this organization.

Daily plans and schedules vary in form, but all include the following essential components: routines, time frame for activities, specific responsibilities assigned and specific activities available.

When daily plans are completed on a weekly basis, teachers become more efficient. In addition, children are better supervised and the stimulation for learning is more effective.

### ESSENTIAL CONTENT INFORMATION

I. Overview of Daily Plan and Schedule:

A. Definition.

1. A written plan developed around weekly concepts or themes.

2. A detailed plan, including only one day program.

B. Purpose of a daily plan:

1. To provide a balance among learning experiences from day-to-day.

2. To relate these experiences, continually broadening or expanding children's development.

3. To indicate the division of responsibility.

4. For the teacher

   a. To inform teachers what to plan for, equipment needed, etc.

   b. To help teachers to feel more secure and comfortable with the children and to concentrate their attention on the children.

   c. To enable all staff members to work together more effectively.

5. For the child

   a. To increase the security of children because they have an idea about what will occur next.

   b. To increase independence in children since they know what to expect.

   c. To develop a sense of time and sequence.

   d. To regulate body movements.

6. For the parents

   a. To provide a helpful awareness of what has occured in the child's day.

      1. Can understand moods more readily.

      2. Can have something to talk to their child about.

   b. Establishes a link between the home and the school.

II. Factors to Consider in Planning the Daily Schedule:

A. Know the individual children.

1. Backgrounds and family life styles.

2. Individual children's schedules when not in school.

3. Development of the individual children.

B. Age of children.

C. Curriculum objectives/concepts/goals.

III. Characteristics of a Good Schedule:

A. The schedule is child-centered.

B. The schedule is flexible, although basically stable.

1. Flexibility provides an opportunity to meet individual child's needs.

2. Flexibility provides an opportunity for spontaneous activities: to take advantage of "what's happening at the moment."

IV. Components of a Daily Plan and Schedule:

A. Center/class and date.

B. Time scheduled for each activity.

C. Name of activity.

D. Description of activity.

E. Name of person who supervises the activity.

F. Special comments.

G. Activity plans attached.

V. Guides for Developing Daily Plan and Schedule:

A. Plan as a group with assistants and co-workers.

B. Review goals and objectives of the program.

C. Review past plans.

D. Compile information related to concepts to be taught.

E. Decide on who will supervise each activity.

F. Complete the daily schedule form.

G. Post each daily schedule plan in the classroom.

VI. Criteria for Planning a Good Daily Schedule for Preschool Children:

A. Base the day's schedule (skeleton) on the physical needs of the children.

1. Provide for physical needs: snack, toilet, lunch, and rest.

2. Balance activities:

a. Consider what happens to the children while not at school.

b. Prevent too many over-stimulating activities during the day.

c. Keep times when children are in groups to a minimum.

d. Provide activities of quiet and active play simultaneously. Children can make choices on their own that best fit their interests and needs. This assures a minimum amount of fatigue. Children find it harder to persist in activities not of their own choice.

e. Have a minimum amount of teacher-directed activities; children need the freedom to express themselves.

f. Prevent children from sitting still too long. They get the "wiggles" quickly. It is hard and frustrating for them to sit for many activities.

g. Do not have them wait too long for an activity to occur.

B. Provide security for children in the schedule:

1. Make time for the teacher to be available for individual children and/or activities.

a. Provide large blocks of time uninterrupted by routines, etc.

1. Provides a greater sense of belonging.

2. Prevents fatigue.

3. Can pursue a large variety of activities; be creative; develop individual interests because the time and freedom to move from one activity to another are available.

4. Provides chance for child to become involved, make plans, and carry them through to completion.

b. Do not plan two activities at once that require a lot of teacher supervision.

C. Make transition times ("times in between activities") as smooth as possible.

1. Provide enough time for clean-up of activities.

2. Provide enough time for routines (DO NOT HURRY!).

3. Plan a sequence of activities so that a gradual slowing down and gradual speeding up of activities occur. (Ex., Do not bring from "outdoor free play" straight to their resting cots!)

VII. Evaluation of a Daily Plan and Schedule:

A. The following criteria should be considered in evaluating a daily plan:

1. Purpose---There should be a good reason related to the broad purpose for each activity.

2. Flexibility---Your plan should be flexible in the event of inclement weather.

3. Differentiation---Special plans for children (in light of the special problems faced by each child) should be included.

4. Balance---Your plan should provide a balance between quiet and active activities.

5. Equipment---Your plan should specify the equipment necessary to implement the plan.

6. Evaluation---Your plan should include evaluative data: a record of achievement, the problems encountered, and plans for the next lesson.

7. Activities---Your plan should specify the activities to be carried out, related to the purpose for the group and/or the individual child. (games, counting, finger-plays, etc.)

B. Determine the effectiveness of the daily plans by asking the following questions:

1. Was there a balance of activities? Were those activities planned in terms of weather, space, length of time, and level of maturity for each child?

2. Was there time available for all children to do their chosen activity?

3. Was there a balance between large group, small group, and individual play?

4. Were there new materials, new activities, and new situations for learning, provided for the children according to their interests and growth patterns?

5. Was enough familiar activity included in the day (in terms of routine, activity and learning) to give the child security?

6. Was time provided for necessary routines so that no child became tense or frustrated?

7. Was the planning for the day an integral part of the overall plan for the week and year, and yet was it planned to suit this particular group for that particular day?

## SAMPLE DAILY PLAN AND SCHEDULE

CENTER_____ DATE_____

8:00 - 8:30
(Name of Supervising Adult)
ARRIVAL/PLAY
- GREETINGS
- DAILY ORIENTATION
- TABLE ACTIVITIES
- QUIET PLAY
- BREAKFAST PREPARATION

8:30 - 9:00
BREAKFAST
- EAT WITH CHILDREN
- SERVE BREAKFAST
- CLEAN-UP

9:00 - 9:15
BREAK
- TOILET SUPERVISION
- BRUSHING TEETH
- QUIET GROUP ACTIVITIES

9:15 - 9:45
WORK PERIOD
- SCIENCE AREA
- TABLE ACTIVITIES
- MATH AREA
- LANGUAGE ARTS AREA

9:45 - 10:30
FREE CHOICE
- BLOCK AREA
- ART AREA
- HOUSEKEEPING AREA
- LANGUAGE ARTS AREA

10:30 - 10:45
GROUP ACTIVITY
- BLOCK AREA
- MUSIC AREA

10:45 - 11:15
OUTDOOR PLAY
- SWINGS
- WHEEL TOYS
- CLIMBING EQUIPMENT
- SANDBOX

11:15 - 11:30
QUIET GROUP ACTIVITY
- ART AREA
- LANGUAGE ARTS AREA
- TABLE ACTIVITIES
- MUSIC AREA

11:30 - 12:15
PREPARATION/EATING LUNCH
- SUPERVISION OF TOILETING
- SUPERVISION OF HAND WASHING
- EAT WITH CHILDREN
- CLEAN-UP

12:15 - 12:30
PREPARATION/LEAVING
- DOOR
- ASSIST WITH WRAPS
- TRANSPORTATION
- QUIET GROUP ACTIVITY

**NOTE:** The names of volunteers assisting in the classroom would be written in as supervising adult. Use of the sample listing of activity areas would vary from day to day; blanks are left for adding activities.

# CHAPTER X

# RESOURCE UNIT DEVELOPMENT

## RATIONALE

The organization of learning experiences and teaching materials is an essential element for providing the best learning environment for children. When experiences are planned and materials are accessible, programs for young children operate more efficiently.

The development of resource units and supporting activity plans is one technique used for organization of the curriculum. In addition, these units provide a means for sequencing concept learning. Resource units may be developed for any concept. The form used for the resource units may vary from one individual to another, but a card file system provides ease of access and readability when developing daily and weekly plans.

## ESSENTIAL CONTENT INFORMATION

I. Definition:

Resource Unit---A collection of teaching materials and suggested learning experiences organized around a theme.

II. Examples of Themes for a Resource Unit:

A. Seasons of the year.

B. Holidays.

C. Types of animals.

D. Types of plants.

E. Foods.

F. People of the world.

III. Purposes of a Resource Unit:

A. To provide an overview of various types of planned activities which the teacher can use to support children's learning of concepts.

B. To assist the teacher in evaluating the early childhood curriculum.

IV. Organization of a Resource Unit:

A. Guidelines for a resource unit:

1. Concepts are sequentially organized from simple to complex.

2. There is a relationship and continuity among planned experiences for a particular theme or area of study from day to day, and throughout the year.

B. Components of a resource unit:

1. Curriculum area of study.

2. Major learning center.

3. Concept to be developed.

4. Learning activity ideas grouped according to the type of activity: stories, music, fingerplays, field trips, creative activities, etc.

   Note: All suggested areas may not be applicable for each concept.

5. Activity file cards for each activity idea listed on the Resource Unit.

V. Resource Unit Card:

A. Resource unit cards should be 5 x 8 to correspond to the activity file cards.

B. The following sample cards are reduced:

RESOURCE UNIT CARD
(reduced size)

| Learning Center: | | | | Curriculum Area: | |
|---|---|---|---|---|---|
| Concept | Books, Stories, Films | Poems, Finger-plays | Songs, Rhythms, Records | Dramatic Play Themes | Outdoor Activities |
| | | | | | |

(Reverse Side)

| Learning Center; | | | | Curriculum Area: | |
|---|---|---|---|---|---|
| Concept | Art Activities | Field Trips | Cooking Experiences | Community Vistors | Other |
| | | | | | |

# CHAPTER XI

# ACTIVITY DEVELOPMENT

## RATIONALE

Activities for young children must be organized to be effective and require evaluation to determine their effectiveness. Through the use of an activity file card system the individual teacher can better organize his/her time to meet the individual needs of children.

When activity plans are written in a uniform fashion a volunteer, substitute, or aide can become familiar with what is being done. In addition, the file cards provide a useful reference for future teaching of young children.

## ESSENTIAL CONTENT INFORMATION

I. Components of an Activity Card.

A. Curriculum Area: e.g., Science.

B. Topic: The theme or area of study, e.g., Plants.

C. Teacher Goal: The overall purpose of the learning activity.

D. Performance Objective: The behavior(s) that the child should be able to perform upon completion of the activity.

E. Materials: A listing of all the items needed for carrying out the activity.

F. Procedure: A sequential listing of all the steps involved in carrying out the activity.

G. Evaluation: A critique of the activity to see whether the performance objectives were accomplished. The evaluation would also include statements useful for future reference about how the activity could be improved, appropriateness to this group level, etc.

II. Setting Up the Activity Card File.

A. A Suggested Curriculum Division.

1. Art.
2. Body Skills.
3. Family.
4. Health.
5. Language.
6. Mathematics.
7. Music.
8. Nutrition.
9. Play.
10. Safety.
11. Science.
12. Self-Concept.
13. Social Science.

B. Procedures for Developing the Activity Card File.

1. Obtain a 5" x 8" file box and file cards.
2. Divide the file into your chosen curriculum divisions.
3. Develop learning activities for each curriculum division to carry out your yearly and weekly program plans.

III. Activity File Card.

Reduced Sample:

Curriculum Area
(Topic)

Teacher Goal:

Objective(s):

Materials:

Procedures:

Evaluation:

SAMPLE ACTIVITY FILE CARD - BODY SKILLS

Curriculum Area

Body Skills
Balance

Teacher Goal: Coordination.

Objective(s): With a five foot long balance beam placed flat on the floor, each child will be able to walk the length of the beam with their arms at their side and without falling or stepping off the beam.

Materials: Balance beam.

Procedures: Demonstrate task. Have children follow. Repeat several times.

Evaluation: Good. Have them walk the length in other ways, like sideways.

# CHAPTER XII

# FIELD TRIPS

## RATIONALE

Taking children on field trips is one way to coordinate the center and the community and to aid children's learning about the world in which they live. The imaginative teacher will find a variety of places for field trips to develop concepts in all curriculum areas.

Field trips will be most beneficial if they are well organized and the children are prepared ahead of time. In addition, follow-up activities can enhance learning which has taken place and make the teacher more welcome for future visits.

## ESSENTIAL CONTENT INFORMATION

I. Value of Field Trips.

A. They supplement and broaden the curriculum.

B. They teach concepts not within the immediate environment.

C. They teach concepts for all curriculum areas.

II. Planning a Field Trip:

A. Decide on the purpose of the field trip (in this case, the children's learning of mathematical concepts), and decide whether this is the best way for achieving your learning goal. Among the general questions to ask yourself in regard to a field trip are the following:

1. Is the length of time required appropriate for the age of the children? Will their routines of eating and sleeping be disturbed? Will they become overtired?

2. Are the learning experiences to be gained appropriate for the age of the children?

3. Is this an experience that the children have already had with their parents?

4. Is the security of any child going to be threatened by leaving school with a stranger who might be helping with the field trip?

B. When a field trip is decided upon as an effective way for helping the children learn certain concepts or gain certain understandings, list and clarify the specific objectives for the trip.

C. Select the appropriate destination.

D. Obtain administrative approval. Investigate and observe the school policies.

E. Contact the place to be visited. Get the name of your contact and discuss the following:

1. Date.

2. Time of arrival.

3. Duration of trip.

4. Size of group (number of children and adults).

5. Purpose of trip.

F. Make a preliminary visit to gain a better understanding of what the location has to offer. CHECK-LIST FOR PRELIMINARY TRIP:

1. Anticipate safety hazards.

2. Outline itinerary.

3. Obtain available materials (brochures, literature or pictures).

4. Determine whether the site fulfills the purposes of the trip.

5. Make detailed plans.

G. Obtain written permission from parents. Use forms which state that you will take every reasonable precaution to safeguard the child, but should any unavoidable accident occur, the parent will not hold you or the center responsible. Also, include the following information in "A letter to the parents":

1. Date.

2. Time.

3. Destination.

4. Means of transportation.

5. The need for money, snack, or sack lunch.

6. Appropriate clothing.

H. Plan with the children. Tell them beforehand about the trip. This depends on the age of the children and how "big" or important the trip is. Yet never announce it more than two weeks ahead, even for five-year-olds. Stimulate their curiosity by asking open-ended questions, showing appropriate pictures, posters or objects. Draw out questions from them on what they would like to find out. If you use a calendar with the children, let them mark it to indicate the day of the trip. (Every day let the children count up to see how many more days until the trip.)

I. Confirm the trip by letter or telephone.

J. Arrange transportation. If private cars are used, be sure that the parents have adequate liability insurance. Arrange to have two adults in each car, with one in the back seat. If the children are walking, the number of adults will vary according to the children's ages---with three-year-olds, one adult to two children; with four and five-year-olds, one adult to four children.

K. Plan again with the children before departure. Use the following checklist:

1. Dress (button-up, shoes tied).

2. Name tags (if used).

3. Behavior on bus on in cars.

4. Courtesy while there.

5. Safety rules.

6. Everyone go to the bathroom.

L. After the trip:

1. Make sure parents sign volunteer sheet.

2. Talk about the trip with the children.

3. Plan and execute follow-up learning activities.

4. Make your own evaluation of the trip.

a. Were questions (formulated before the trip) answered?

b. Were there other questions that could have been asked, but were not?

c. Did the trip meet your objectives?

5. Write a thank-you letter to the host.

III. Permission Forms:

A. Permission must be obtained for all children before they leave the center on a field trip.

B. Permission forms may be signed for the entire year or for each trip.

C. If yearly permission is given, inform parents of each trip before it is taken.

D. Sample yearly permission form:

_____ has my permission to attend excursions away from the center. I understand they will be planned and adequately supervised.

_____
(Parent's signature)

E. Sample individual trip permission form:

PERMISSION SLIP FOR FIELD TRIP
(sample)

Dear Parent:

Your child,_____has our permission to take the trip described below: (Name of Child)

We shall be going to_____(Name of Place)

We shall be traveling by_____(Name of Vehicle)

We shall be leaving the center_____(Day and Day) at_____(Time)

and returning at_____(Time).

The teacher who will accompany this group is_____.

We understand the arrangements for this trip and believe that the necessary planning and precautions will be taken to assure the safety of the children. We hereby give our consent for the above-named child to go on the above-described trip.

_____
(Parent or Guardian)

_____
(Witness)

Thank you for your cooperation in helping to give your child an opportunity for learning.

Sincerely,

_____(Signature of Teacher)

# CHAPTER XIII

## LEARNING ACTIVITIES

### RESOURCE UNIT DEVELOPMENT

Develop a file of five (5) resource units for teaching various concepts of a curriculum area of your choice. These units should be written on 5" x 8" cards for use with the activity file cards which specify the information for teaching the concepts.

Each resource unit will include the "Resource Unit Card" and "Activity File Cards" for teaching the concept. (Use the standard "Resource Unit Card" and the standard "Activity File Card" developed for the CDA program.)

TO BE TURNED IN:

Duplicates of the five "Resource Unit Cards."

NOTE: Activity File Cards to teach the concepts listed on the "Resource Unit Cards" should be developed, but are not to be turned in as a part of this assignment.

RESOURCE UNIT CARD

(Reduced Sample)

| Learning Center: | | | | Curriculum Area: | |
|---|---|---|---|---|---|
| Concept | Books, Stories, Films | Poems, Finger-plays | Songs, Rhythms, Records | Dramatic Play Themes | Outdoor Activities |
| | | | | | |

(Reverse Side)

| Learning Center: | | | | Curriculum Area: | |
|---|---|---|---|---|---|
| Concept | Art Activities | Field Trips | Cooking Experiences | Community Visitors | Other |
| | | | | | |

# RESOURCES INVENTORY

Take an inventory of the materials that you presently have in your room that are used in one of the established learning centers. Write down at least ten of these. Then do the following with each of the ten items:

1. State the concept that a child could learn with that item.

2. Briefly describe the way in which the item could be used (by the teacher or the child) for learning that concept.

The format for this assignment is illustrated on the following page.

TO BE TURNED IN:

Your completed inventory form.

| Material | Concept to be Learned | How the Item Will be Used for Learning |
| --- | --- | --- |
| | | |



Learning Activity #2
(Continued)

# RESOURCE INVENTORY ADDITIONS

Refer to Learning Activity #2: Resources Inventory. Think of other materials that could be added to expand that learning center, and write these down on the attached form.

Select ten of these items, and write beside each the concept that could be taught and the way the item could be used for learning that concept.

TO BE TURNED IN:

Your completed Inventory Additions Form.

| Material to be Added | Concept to be Learned | How the Item Will be Used for Learning |
| --- | --- | --- |

# LEARNING CENTER

Evaluate the learning center for a curriculum area of your choice in your classroom according to the criteria listed on the attached form. If the center you selected is not currently being used, evaluate it when it is in operation.

To complete the assignment, refer to the qualities found in a good learning center and your resource inventory.

TO BE TURNED IN:

The completed evaluation form of the learning center.

## OBSERVATION GUIDE FOR LEARNING CENTERS

I. Interest Centers (general)

A. List the interest centers you see.
B. Are they easily identified? How?
C. Are the quiet centers separated away from the noisy areas?
D. Are they attractive and inviting?
E. Which has attracted the most children? Fewest?

II. Materials and Equipment

A. Is there a good variety?
B. Are materials available to the children?
C. Are they appropriate to the development needs of the children?

III. Pupil-Teacher Interaction

A. What is the pupil-teacher ratio?
B. Do the children behave well when the teacher is looking and badly when the teacher is not watching? Which ones?
C. Does the teacher ever physically express affection for the children?
D. Are concern and understanding expressed for the overly-aggressive child? Tell about it.
E. Are there any "loners" among the children? Who? Can you explain their behavior? Do you notice any adult interaction with these children?
F. Look for positive guidance techniques which are used.
G. How are transition times handled?

1. Is there an advance notice given?
2. Were the children lined up or did they move naturally under supervision?
3. How were the slower children handled?

IV. Learning Center for Chosen Curriculum Area

A. What learning centers are available?
B. Is there a center for the area you selected?
C. Is it arranged as a distinct learning center within the environment?
D. Is it together or separate from similar areas?
E. Are there materials available for experiences in the particular curriculum area?
F. Is the center arranged to allow the child to explore independently?
G. Is the center attractive and inviting?
H. Is there anything in it that could serve to stimulate curiosity?
I. Are there currently experiences for self-selected activities?
J. Are there currently-planned experiences for group activities?
K. List all the equipment that you see in the learning center. Are many children attracted to it? Can you suggest any additions or improvements?

V. Physical Setting

A. Draw a diagram of the room locating all learning centers. Specifically note the placement of the learning center for the curriculum area which you selected.

B. What changes could be made in the room to improve the physical arrangement and utilization of the center? Be specific.

## ACTIVITY FILE CARDS

Develop at least five (5) activities for children in an area of your choice. Use the uniform activity file card developed by the CDA program for writing up your activities.

(Reduced Sample Card)

Curriculum Area
(Topic)

Teacher Goal:

Objective(s):

Materials:

Procedures:

Evaluation:

TO BE TURNED IN:

Duplicates of the five activity cards, after the activities have been presented.

# CONSTRUCTION OF VISUAL AIDS

A. Instructions

1. Construct a visual aid.

2. The visual aid will be used for teaching a concept from one of the activity file cards that you developed for Learning Activity #5.

B. Evaluation

After your visual aid has been used, evaluate it according to the following:

a. Effectiveness in teaching the stated goal and concepts for the content area, according to your activity file cards.

b. Attractiveness, durability, originality.

TO BE TURNED IN:

1. A neatly-written description and sketch of the visual aid.

2. A neatly-written description of your evaluation of the visual aid.

# COMMUNITY VISITOR

Invite a person from your community to come to your center to talk about or teach some aspect of their profession. This person could be a machine operator, a grocer, a librarian, etc.

EVALUATION:

After the person has talked to your class, evaluate the effectiveness of the presentation according to the following:

1. Did the theme of the community visitor's presentation fit into your program for the week?

2. Did you prepare the children well enough beforehand so that they benefitted from the visit?

3. Did you prepare the visitor for the visit so that he/she was able to communicate well with the children?

4. Give an example of one child's behavior which showed that he/she learned something from the guest.

5. Could you have done anything differently in preparing for your guest that would have made the visit more effective for the children?

6. What follow-up activities have you done to reinforce the principles or concepts presented by the visitor?

TO BE TURNED IN:

A written evaluation of the visit of a person from your community to your classroom, which includes items 1 through 6 of Evaluation, plus any other important information.

# PLANNING AND CONDUCTING A FIELD TRIP FOR YOUNG CHILDREN

All students are to plan and conduct a field trip for the various groups of preschool children by completing the following steps:

A. Select and plan a field trip appropriate for your group of preschool children, according to the criteria given for their learning of concepts of a curriculum area of your choice.

B. Write a report, in outline form, describing what you did for each step.

C. Fill out the safety checklist (attached).

D. Discuss, in a short paragraph, how your planning for the trip could have been improved.

TO BE TURNED IN:

1. A report, in outline form, on a field trip which you actually conducted with your children.

2. A short paragraph describing how your planning could have been improved.

3. Safety checklist.

## HOW TO PLAN A FIELD TRIP

1. Decide on the purpose of the field trip (in this case, the children's learning of concepts of a curriculum area of your choice), and decide whether this is the best way for achieving your learning goal. Among the general questions to ask yourself in regard to a field trip are the following:

   a. Is the length of time required appropriate for the age of the children? Will their routines of eating and sleeping be disturbed? Will they become overtired?

   b. Are the learning experiences to be gained appropriate for the age of the children?

   c. Is this an experience that the children have already had with their parents?

   d. Is the security of any child going to be threatened by leaving school with a stranger who might be helping with the field trip?

2. When a field trip is decided upon as an effective way for helping the children learn certain concepts or gain specific understandings, then list and clarify the objectives for the trip.

3. Select appropriate destination.

4. Obtain administrative approval. Investigate and observe school policies.

5. Contact the place to be visited. Get the name of your contact and discuss the following:

   a. Date
   b. Time of arrival
   c. Duration of trip
   d. Size of group (number of children and adults)
   e. Purpose of trip

6. Make a preliminary visit to gain a better understanding of what the location has to offer. Checklist for preliminary trip:

   a. Anticipate safety hazards
   b. Outline itinerary
   c. Obtain available materials (brochures, literature or pictures)
   d. Determine whether the site fulfills the purposes of the trip
   e. Make detailed plans

7. Confirm the trip by letter or telephone.

8. Obtain written permission from parents. Use forms which state that you will take every reasonable precaution to safeguard the child, but should any unavoidable accident occur, the parent will not hold you or the center responsible. Also, include the following information in "A letter to the parents":

   a. Date
   b. Time
   c. Destination
   d. Means of transportation
   e. The need for money, snack or sack lunch
   f. Appropriate clothing

9. Plan with the children. Tell them beforehand about the trip. This depends on the age of the children and how "big" or important the trip is. Yet never announce it more than two (2) weeks ahead, even for five-year-olds. Stimulate their curiosity by asking open-ended questions, showing appropriate pictures, posters or objects. Draw out questions from them on what they would like to find out. If you use a calendar with the children, let them mark it to indicate the day of the trip. Every day let the children count up to see how many more days until the trip.

10. Arrange transportation. If private cars are used, be sure that the parents have adequate liability insurance. Arrange to have two adults in each car, with one in the back seat. If the children are walking, the number of adults will vary according to the children's ages--with three-year-olds, one adult to two children; with four- and five-year-olds, one adult to four children.

11. Plan again with the children before departure. Use the following checklist:

    a. Dress (button-up, shoes tied)
    b. Name tags (if used)
    c. Behavior on bus or in cars
    d. Courtesy while there
    e. Safety rules
    f. Everyone go to the bathroom

12. After the trip:

    a. Make sure parents sign volunteer sheet.
    b. Talk about the trip with the children.
    c. Plan and execute follow-up activities.
    d. Make your own evaluation of the trip.

        1. Were questions (formulated before the trip) answered?
        2. Were there other questions that could have been asked, but were not?
        3. Did the trip meet your objectives?

    e. Write thank-you letter to the host.

SAFETY CHECKLIST FOR TEACHERS PLANNING AN EXCURSION

| | | YES | NO |
|---|---|---|---|
| 1. | Did you plan the trip carefully with the class and with all adults accompanying the children? | ____ | ____ |
| 2. | Did you make arrangements for the children to get to their homes safely if the trip should extend longer than planned? | ____ | ____ |
| 3. | Are the drivers licensed, competent and insured? Are the vehicles in good condition and insured? | ____ | ____ |
| 4. | Did you instruct the children about their conduct in a vehicle? (No moving around once vehicle starts, no hands or arms out windows, no throwing things out windows, remaining in seats.) | ____ | ____ |
| 5. | Do children have proper means of identification? (Badge, ribbon, I.D. card, buddy system, group leader, patrols.) | ____ | ____ |
| 6. | Do you plan a roll call at various times during the trip? | ____ | ____ |
| 7. | Do you have enough adults to supervise the group? | ____ | ____ |
| 8. | Do you have a first aid kit with you, and a person trained in administering first aid? | ____ | ____ |
| 9. | Did you double check to make sure all pupils going on the trip have signed permission slips on file? | ____ | ____ |
| 10. | Did you inform your children to dress for the occasion and for the weather? | ____ | ____ |
| 11. | Will there be sufficient time to make the return trip during normal attendance time? | ____ | ____ |

| | | YES | NO |
|---|---|---|---|
| 12. | Did you make it clear to the group ahead of time that if anyone should be separated from the group, all should meet at a certain time and at a designated place? | ____ | ____ |
| 13. | Have you made it clear that you will not permit undesirable behavior during the trip? | ____ | ____ |
| 14. | Do you know what to do in event of accident or illness while on the trip? | ____ | ____ |
| 15. | Have you checked loading and unloading areas? | ____ | ____ |
| 16. | Has special provision been made for handicapped pupils? | ____ | ____ |
| 17. | Have pupils made a code of safety for use on field trips? | ____ | ____ |
| 18. | Have you planned an evaluation of the trip from the standpoint of safety? | ____ | ____ |

# CONSTRUCTING A PIECE OF EQUIPMENT FOR THE CLASSROOM

Review several school supply catalogs and select a piece of equipment you would like to construct for the benefit of your own center. Purchase the necessary materials, keeping a detailed account of the cost of all materials, and construct the item.

TO BE TURNED IN:

1. A sketch or photograph of the piece of equipment which you constructed and a picture of the item as shown in a catalog, along with a brief description.

2. A written evaluation of the equipment, including the objectives for its use.

3. Your account of the actual cost of your materials, the catalog price of the item, and the difference between the two prices.

# VALUES OF ACTIVITIES

Evaluate the five activities you completed in Learning Activity #5 according to the attached form.

TO BE TURNED IN:

Five completed forms on the activities.

## VALUES OF ACTIVITIES

Activity Observed:_____

1. Of what value was this experience for the total development of the child? CHECK ONLY THOSE VALUES THAT THIS ACTIVITY WOULD PROVIDE FOR THE CHILD.

| | | |
|---|---|---|
| a. | Sensory experience | _____ |
| b. | Exploration | _____ |
| c. | Satisfaction and enjoyment | _____ |
| d. | Self-expression | _____ |
| e. | Manipulation | _____ |
| f. | Emotional release | _____ |
| g. | Exercise imagination and initiative | _____ |
| h. | Good work habits | _____ |
| i. | Learning experience | _____ |
| j. | Skill and concentration | _____ |
| k. | Eye-hand coordination | _____ |
| l. | Harmony, rhythm and balance | _____ |
| m. | Insight into own feelings | _____ |
| n. | Development of large muscles | _____ |
| o. | Development of small muscles | _____ |

2. Can you think of any other values that this activity could provide for young children? Please list.

3. For what age level do you think this activity is most appropriate? Why?

4. What variations of this activity could you use in your classroom? Please describe two.

   a.

   b.

# EVALUATION OF

# ACTIVITIES IN THE PROGRAM

Visit a child development or day care center and observe its activities. Evaluate what you observed according to the questions on the attached form. Select only one curriculum area to observe, such as science, language, etc.

TO BE TURNED IN:

Your completed form.

ACTIVITIES IN THE PROGRAM

EVALUATION

1. Did the activities fit into the daily schedule in terms of active and quiet periods?

2. Did the activities involve the entire class, two or three small groups, one small group, or individual children only?

3. Were the children motivated? That is, did the teacher arouse their interest first?

4. Did each activity appear to be suitable to the developmental level of each child?

5. Did the teacher give needed help (as with how to handle tools), or enough structure to the activity, but not to the extent of unduly restricting creative expression?

6. Did the teacher use any direct guidance? Was it verbal or physical?

7. Did the teacher use any reinforcement techniques? Give exact quote.

8. Did the children appear to enjoy the activity?

9. Were they being creative? What evidence was there?

10. Were the children given an opportunity for exploration with the learning medium?

11. Did the children appear to be getting satisfaction and enjoyment from this activity?

12. What other benefits can you name from this learning activity?

## STORIES FOR CHILDREN

Select three children's stories which teach concepts of a curriculum area of your choice, such as science, language, etc. Read these stories to your class and evaluate each one according to the following evaluation form.

TO BE TURNED IN:

Your completed evaluation forms.

### EVALUATION

### CHILDREN'S BOOKS

TITLE:
AUTHOR:
CONCEPT:

| | Fair | Good | Excellent |
|---|---|---|---|
| Was it interesting? | | | |
| Was its length appropriate (5 to 15 minutes)? | | | |
| Were the pictures simple and appealing? | | | |
| How well did it teach the concept? | | | |

Your comments:

# DRAWING OF ROOM ARRANGEMENT

Draw a sketch of the floor plan of the total area of your classroom. Draw the floor plan to scale as much as possible, using one-half inch to equal one foot. Give the dimensions of the room and figure the area in square feet. In your drawing, include the following:

1. Windows
2. Doors
   a. label classroom entrance
   b. label playground exit and entrance
3. Built-in Cupboards and closets
4. Toilet and sinks
5. Classroom furniture
6. Electrical outlets
7. Label all learning centers
8. Label other areas used for program activities

TO BE TURNED IN:

The completed sketch of the floor plan of your classroom, including all the information requested in items 1 through 8.

# NEW ROOM ARRANGEMENT

Review the chapter on room arrangement and plan a new arrangement of your classroom, making any changes that will improve the current arrangement. This floor plan should be drawn to scale as much as possible, using one-half inch to equal one foot. Give the dimensions of the room and figure the area in square feet. In your drawing, include the following:

1. Windows
2. Doors
    a. label classroom entrance
    b. label playground exit and entrance
3. Built-in cupboards and closets
4. Toilet and sinks
5. Classroom furniture
6. Electrical outlets
7. Label all learning centers
8. Label other areas used for program activities

TO BE TURNED IN:

The completed drawing of your revised room arrangement, including all the information requested in items 1 through 8.

# COMPARISON OF ROOM ARRANGEMENTS

Compare your original (Learning Activity #13) and the revised (Learning Activity #14) room arrangements by answering the following items:

1. List the weaknesses of your old room arrangement, and then tell what you did to improve these in your new arrangement.

| Weaknesses | How these were improved |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

2. List the weaknesses in your room arrangement that must remain because of physical facilities that cannot be changed.

| Weaknesses | Physical facility that cannot be changed |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

3. If you did not make any changes in your room arrangement, write a paragraph discussing the specific reasons why you feel that no change is needed.

4. List the ways in which the revised room arrangement will help your classroom to better meet the needs of your students.

TO BE TURNED IN:

The above form, containing all the requested information.

# EVALUATION OF OUTDOOR PLAY SPACE

Evaluate the outdoor play area of your center according to the checklist on the attached page.

TO BE TURNED IN:

The completed checklist for evaluation of your outdoor play environment.

## EVALUATION OF OUTDOOR PLAY SPACE

| | Good | Fair | Needs Improvement |
|---|---|---|---|
| 1. Play area is fenced and has a secure gate. | | | |
| 2. Available play space is at least 75 square feet per child. | | | |
| 3. There is enough equipment available. | | | |
| 4. There are many different kinds of equipment. | | | |
| 5. Equipment and play space are arranged so that the children are distributed equally over the area and are not congested. | | | |
| 6. There is a balance of sunny and shaded areas. | | | |
| 7. Ground areas are well-drained and free from standing water. | | | |
| 8. Play areas are arranged so that traffic patterns are clearly defined. | | | |
| 9. Playground is checked regularly for broken glass, nails, sticks, etc. | | | |
| 10. Stationary play equipment is checked regularly for splinters, nails, loose parts, etc. | | | |
| 11. Stationary play equipment is sturdy and well-secured in the earth. | | | |
| 12. Climbing and walking equipment is located where the area is soft and/or padded. | | | |
| 13. The swing area is always supervised. | | | |
| 14. The area for wheeled toys is always supervised. | | | |

# TYPES OF PLANNING TOOLS

Compile a packet of examples of the following planning tools which you use in your early childhood program:

1. Daily schedules
2. Daily plans
3. Weekly plans
4. Yearly plans
5. Resource units
6. Resource activities files

TO BE TURNED IN:

An example of each type of planning tool you now use in planning your program, as outlined in items 1 through 6.

# EVALUATION OF DAILY SCHEDULE

Evaluate the daily schedule used in your center according to the checklist on the attached page.

TO BE TURNED IN:

1. The completed form.

2. A copy of your current daily scheduling plan.

# EVALUATION OF DAILY SCHEDULE

Name:_____ Center:_____

Daily Schedule (Please check one) Original_____ Revised_____ Age of children:_____

| Answer the following questions about the daily schedule | YES | NO |
|---|---|---|
| 1. Is the schedule child-centered? | ____ | ____ |
| 2. Is it flexible? | ____ | ____ |
| 3. Is the skeleton schedule based on the physical needs of the children, providing for: | | |
| a. snack (both mid-morning and afternoon) or breakfast | ____ | ____ |
| b. toilet | ____ | ____ |
| c. lunch | ____ | ____ |
| d. rest | ____ | ____ |
| e. an orientation time at the beginning of each day | ____ | ____ |
| f. number and duration of group times, dependent on age of children | ____ | ____ |
| g. both indoor and outdoor activities | ____ | ____ |
| h. preparation for dismissal (a few minutes before going home to "pull it all together"), faces washed, shoes tied. | ____ | ____ |

| | YES | NO |
|---|---|---|
| 5. Are the schedule's transition times smooth? | ____ | ____ |
| a. do they provide enough time for clean-up of activities? (list time on schedule) | ____ | ____ |
| b. do they provide enough time for routines (toilet, snack, etc.)? | ____ | ____ |
| c. do they provide a sequence of activities so that a gradual slowing down and a gradual speeding up of activities occurs? | ____ | ____ |
| 6. If you share classroom facilities, will this schedule be compatible with the other group(s)? | ____ | ____ |

# PLANNING THE DAILY SCHEDULE

Review the chapter on "Daily Plan and Schedule," and the evaluation of your original daily schedule. Plan a revised daily schedule appropriate for your group of preschool children. (Give the ages of the children for whom you are planning.) Evaluate the revised daily schedule according to the attached form.

TO BE TURNED IN:

1. A revised daily schedule according to the format presented in the chapter "Daily Plan and Schedule."

2. The completed evaluation form.

## EVALUATION OF DAILY SCHEDULE

Name:_____ Center:_____

Daily Schedule: Original_____ Age of Children:_____
(Please check one) Revised_____

| Answer the following questions about your daily schedule | YES | NO |
|---|---|---|
| 1. Is the schedule child-centered? | ____ | ____ |
| 2. Is it flexible? | ____ | ____ |
| 3. Is the skeleton schedule based on the physical needs of the children, providing for: | | |
| a. snack (both mid-morning and afternoon) or breakfast | ____ | ____ |
| b. toilet | ____ | ____ |
| c. lunch | ____ | ____ |
| d. rest | ____ | ____ |
| e. an orientation time at the beginning of each day | ____ | ____ |
| f. number and duration of group times, dependent on age of children | ____ | ____ |
| g. both indoor and outdoor activities | ____ | ____ |
| h. preparation for dismissal (a few minutes before going home to "pull it all together"), faces washed, shoes tied. | ____ | ____ |

| | YES | NO |
|---|---|---|
| 5. Are the schedule's transition times smooth? | ____ | ____ |
| a. do they provide enough time for clean-up of activities? (list time on schedule) | ____ | ____ |
| b. do they provide enough time for routines (toilet, snack, etc.)? | ____ | ____ |
| c. do the provide a sequence of activities so that a gradual slowing down and a gradual speeding up of activities occurs? | ____ | ____ |
| 6. If you share classroom facilities, will this schedule be compatible with the other group(s)? | ____ | ____ |

# COMPARISON OF CURRENT AND REVISED SCHEDULES

Compare the daily schedule plan you are currently using with the revised one, and answer the questions on the attached form.

TO BE TURNED IN:

The completed form.

COMPARISON OF CURRENT AND REVISED DAILY SCHEDULING PLANS

1. List the specific changes that you made in your original schedule, and tell why you made them.

| Changes | Reasons |
|---|---|
| a. _____ | _____ |
| b. _____ | _____ |
| c. _____ | _____ |
| d. _____ | _____ |
| e. _____ | _____ |

2. List the reasons why you think the new schedule will improve your preschool program.

3. State what procedure you will use to introduce the new schedule.

   a. For other staff members

   b. For the children

# PARENT MEETING POSTER

Make a poster announcing a parent meeting--an actual meeting which is scheduled to take place. Be sure to include all the necessary information.

TO BE TURNED IN:

A sketch and brief description of the poster.

# CHAPTER XIV

# SUPPLEMENTARY MATERIALS

## PROGRAM PLANNING

## SUPPLEMENTAL MATERIALS

### BOOKS


1. Bereiter, C. and S. Engelmann.
   Teaching Disadvantaged Children in the Preschool.
   Englewood Cliffs, New Jersey: Prentice-Hall, 1966.

2. Cherry, Claire.
   Nursery School Management Guide.
   Belmont, California: Fearon Publishers, 1973.

3. Evans, E. B., et al.
   Day Care: How to Plan, Develop and Operate a Day Care Center.
   Boston: Beacon Press, 1971.

4. Fallon, Berlie J.
   Forty Innovative Programs in Early Childhood Education.
   Belmont, California: Fearon Publishers, 1973.

5. Fantini, N. D. and G. Weinstein.
   The Disadvantaged: Challenge to Education.
   New York: Harper and Row, 1968.

6. Hess, Robert D. and Doreen Croft.
   Teachers of Young Children.
   Boston: Houghton Mifflin Company, 1972.

7. Hildebrand, Verna.
   Introduction to Early Childhood Education.
   New York: Macmillan Publishing Company, 1971.

8. Keister, Mary Elizabeth.
   The "Good Life" for Infants and Toddlers.
   Washington, D. C: National Association for the Education of
   Young Children, 1970.